Textbook Alignment to the Utah Core

Instructional Materials Evaluation Criteria (name and grade of the core document used to align)

Everyday Mathematics, © 2007, Fifth Grade

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Overall percentage of coverage of the Utah State Core Curriculum: 100 %

Standard I: Students will expand number sense to include integers and perform operations with whole numbers, simple fractions, and decimals.
Percentage of coverage for Standard I: 100 %

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
1.1: Represent whole numbers and decimals from thousandths to one billion, fractions, percents, and	**a.** Read and write numbers in standard and expanded form.	**TLG:** 44, 61, 85-90, 91-96, 132-136, 155, 160-164, 204, 547-550, 552-556 **SRB:** 5, 13, 15, 16, 17, 35, 321 **MJ:** 18, 32, 35, 57, 62, 63, 90, 212, 214, 216, 217	

integers.		**MathM:** 37, 40, 61, 72, 73, 190, 191, 193, 194, 195, 196, 487 **5-MM:**	
	b. Demonstrate multiple ways to represent whole numbers, decimals, fractions, percents, and integers using models and symbolic representations (e.g., 108 = 2 x 50 + 8; 108 = 10^2 + 8; 90% = 90 out of 100 squares on a hundred chart).	**TLG:** 27-30, 32-35, 54, 57-61, 109-113, 230-235, 314-317, 319-324, 325-329, 331-336, 351, 355-357, 407, 552-556, 621, 641, 667, 679, 927, 929 **SRB:** 259-262, 306, 309, 315, 325, 327 **MJ:** 9-11, 23, 25, 26, 43, 44, 137, 138, 142, 145, 147, 148, 158, 160, 161, 183, 214, 216, 217, 249, 404 **MathM:** 12, 13, 14, 24, 25, 28, 49, 135, 137, 139, 140, 141, 142, 143, 194, 195, 196, 228, 238, 246, 353, 421, 454, 468, 476, **5-MM:** 181	
	c. Identify, read, and locate fractions, mixed numbers, decimals, and integers on the number line.	**TLG:** 44, 108, 299, 315, 422, 574-577 **SRB:** 57, 81-82 **MJ:** 18, 127, 137-138, 167, 175, 229-230, 234, 340, 345 **MathM:** 47, 134, 135, 175 **5-MM:** 161, 245	

	d. Represent repeated factors using exponents.	**TLG:** 47-51, 52-56, 57-61, 322, 542-546, 547-551, 552-554, 555, 567 **SRB:** 5, 305 **MJ:** 20, 21, 23, 26, 209, 210, 212, 214, 216, 217 **MathM:** 20, 22, 24, 28, 143, 187, 188, 190, 191, 193, 194, 195, 196, 202 **5-MM:** 108	
	e. Describe situations where integers are used in the students' environment.	**TLG:** 573-575, 577, 578-583, 588, 598 **SRB:** 381 **MJ:** 229, 232, 233, 245 **MathM:** 207, 208, 210, 450 **5-MM:** **4th Grade Lessons** **10.6, 11.6**	
Standard I: Students will expand number sense to include integers and perform operations with whole numbers, simple fractions, and decimals. **Percentage of coverage for Standard I: 100 %**			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
1.2: Explain relationships	**a.** Compare fractions by	**TLG:** 619-623	

and equivalencies among integers, fractions, decimals, and percents.	finding a common denominator.	**SRB:** 65-67, 300 **MJ:** 248-249 **MathM:** 146, 221, 227, 245 **5-MM:** 180	
	b. Order integers, fractions (including mixed numbers) and decimals using a variety of methods, including the number line.	**TLG:** 103-108, 111, 114, 132-136, 301-307, 319-322, 573-576, 582, 618-621, 623, 640 **SRB:** 326 **MJ:** 129-132, 142, 137, 230, 234, 248, 249, **MathM:** 47, 50, 128, 129, 130, 131, 221, 226, 487 **5-MM:**	
	c. Rewrite mixed numbers and improper fractions from one form to the other and represent each using regions, sets of objects, or line segments.	**TLG:** 296-300, 417-421, 624-628, 630-635, 636-640, 659-663, 680-683 **SRB:** 260 **MJ:** 124-127, 191, 251, 252, 254, 255, 257, 272, 273, 289 **MathM:** 174, 175, 223, 224, 225, 226, 237 **5-MM:**	
	d. Represent commonly used fractions as decimals and percents in a variety of ways (e.g., models, fraction	**TLG:** 109-113, 314-317, 319-324, 325-329, 331-336, 351, 355-357, 407, 621, 641, 667, 679, 927, 929 **SRB:** 259-262, 309, 315, 327	

	strips, pictures, calculators, algorithms).	**MJ:** 43, 44, 137, 138, 142, 145, 147, 148, 158, 160, 161, 183, 249, 404 **MathM:** 49, 135, 137, 139, 140, 141, 142, 143, 228, 238, 246, 353, 468, 476 **5-MM:** 181	
	e. Model and calculate equivalent forms of a fraction (including simplest form).	**TLG:** 308-313, 624-627, 647 **SRB:** **MJ:** 132, 134, 135, 230, 251, 252, **MathM:** **5-MM:**	
	f. Rename whole numbers as fractions with different denominators (e.g., 5 = 5/1, 3 = 6/2, 1 = 7/7). This objective is addressed at grades 4 and 5.	**TLG:** 427, 618-623, 654-658 **SRB:** 61, 398 **MJ:** 123 and 133 (#2**)**, 146(#3), 198, 186 and 199(#6), 248**,** 268, 269, 270 **MathM:** 235, 236, 460, 654-656 **5-MM:** 11, 17, 88, 113, 174	.
Standard I: Students will expand number sense to include integers and perform operations with whole numbers, simple fractions, and decimals. **Percentage of coverage for Standard I: 100 %**			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
1.3: Use number theory	**a.** Identify patterns with	**TLG:** 32-36, 37-41, 230-233, 235,	

concepts to develop and use divisibility tests; classify whole numbers to 50 as prime, composite, or neither; and find common multiples and factors.	skip counting and multiples to develop and use divisibility tests for determining whether a whole number is divisible by 2, 3, 5, 6, 9, and 10.	236-241, 248-252 **SRB:** 22, 302, 306**,** **MJ:** 13, 14, 99, 101, 106, 107, **MathM:** 14, 15, 16, 103, 104, 105, 109, 110, 454 **5-MM:**	
	b. Use strategies for classifying whole numbers to 50 as prime, composite, or neither.	**TLG:** 42-46, 52-56, 914-919, **SRB:** **MJ:** 16, 17, 23, 393-396, **MathM:** 17, 18, 19, 22, 349-350, 384 **5-MM:**	
	c. Rewrite a composite number between 2 and 50 as a product of only prime numbers.	**TLG:** 58-61, 245, 322, 543, 711, 915-919 **SRB:** 12 **MJ:** 25-26, 46, 56, 74, 81, 102, 104, 108, 114, 143, 295, 371, 374, 378, 381, 388, 393-396 **MathM:** 23, 348-350 **5-MM:**	
	d. Find common multiples and factors and apply to	**TLG:** 424-428, 430-433, 569, 625-629, 631-635, 640, 914-919	

	adding and subtracting fractions. This objective is strongly addressed in fifth grade.	**SRB:** 64-65, 68-72, 261-63, 312, 322 **MJ:** 194-198, 200-202, 251-252, 254-255, 323 and 331(# 3), 392-96, 415 and 422(#1) **MathM:** 178, 181-182, 222-226, 245, 348, 350 **5-MM:** 98-99, 101, 165	
Standard I: Students will expand number sense to include integers and perform operations with whole numbers, simple fractions, and decimals. **Percentage of coverage for Standard I: 100 %**			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
1.4: Model and illustrate meanings of multiplication and division.	**a.** Represent division-with-remainder using whole numbers, decimals, or fractions.	**TLG:** 236-241, 258, 259-262, 268 **SRB:** 22, 43, 246 **MJ:** 101, 111, 112, **MathM:** 104, 114, 116 **5-MM:** 20, 96, 97	
	b. Describe the effect of place value when multiplying and dividing whole numbers and decimals by 10, 100, and 1,000. This skill is taught at grades 1-6 and reinforced often	**TLG:** 85-90, 119, 121, 547-551, 552-556, 926-930 **SRB:** 5, 28-31, 299, 329 **MJ:** 32, 61 and 67 (#6), 212, 406, **MathM:** 37, 38, 54, 191, 192, 193, 355 **5-MM:** 2-3, 12, 18, 80-81, 94, 166-67,	

	through Math Boxes. (e.g. MJ p. 39 #2)		
	c. Model multiplication of fractions and decimals (e.g., tenths multiplied by tenths, a whole number multiplied by tenths, or a whole number with tenths multiplied by tenths) in a variety of ways (e.g., manipulatives, number line and area models, patterns).	**TLG:** 115-130, 255-257, 263, 643-648, 650-653, 655, 656, 681-683, 885 **SRB:** 37-44, 73-77, 78-80 **Math Journal:** 47, 51, 55, 109, 111, 112, 260, 261, 264, 265, 269 **MathM:** 53-55, 59, 60, 116, 132, 229, 231, 232, 233, 234, 299 **5-Minute Math:** 186	
Standard I: Students will expand number sense to include integers and perform operations with whole numbers, simple fractions, and decimals. **Percentage of coverage for Standard I: 100 %**			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
1.5: Solve problems involving one or two operations.	**a.** Determine when it is appropriate to use estimation, mental math strategies, paper and pencil, and algorithms.	**TLG:** 80-84,112, 132-137, 154-157, 160-162, 242-245, 674-678, 741-744 **SRB:** **MJ:** 29, 30, 45, 57, 60, 62, 63, 285, 286, 316, **MathM:** 33, 34, 35, 62, 277 **5-MM:**	
	b. Make reasonable estimations of fraction and decimal sums, differences, and products, including knowing whether	**TLG:** 95-96, 112, 115-119, 120-124, 130, 233, 234, 240, 254-257, 259-262, 268, 636-640, 664-667, 738, 741-744, 869 **SRB:** 303, 323,	

	results obtained using a calculator are reasonable.	**MJ:** 45, 47, 50, 51, 99, 109, 112, 257, 277, 278, 316, 377 **MathM:** 39, 53, 55, 59, 102, 113, 115, 226, 238, 277, 315 **5-MM:** 19, 95, 182	
	c. Write number sentences that can be used to solve a two-step problem.	**TLG:** 97-102, 259-264, 358, 557-561, 812, 813, 818 **SRB:** **MJ:** 37, 38, 111, 112, 219, 220, **MathM:** 41, 42, 43, 44, 45, 116, 117, 151, 152, 197, 198, 199, 305, 306 **5-MM:** 77, 78	
	d. Interpret division-with-remainder problems as they apply to the environment (e.g., If there are 53 people, how many vans are needed if each van holds 8 people?).	**TLG:** 259-262 **SRB:** 246 **MJ:** 111, 112, **MathM:** 116-17, 423 **5-MM:** 20, 96, 97	
Standard I: Students will expand number sense to include integers and perform operations with whole numbers, simple fractions, and decimals. **Percentage of coverage for Standard I: 100 %**			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
1.6: Demonstrate	**a.** Multiply multi-digit	**TLG:** 21-26, 27-30, 120-25, 126-31,	

proficiency with multiplication and division of whole numbers and compute problems involving addition, subtraction, and multiplication of decimals and fractions.	whole numbers by a two-digit whole number with fluency, using efficient procedures.	137, **SRB:** 10, 19, 20, 38-40 **MJ:** 50-51, 54-55, **MathM:** 8-13, 56, 58-60, 62 **5-MM:**	
	b. Divide multi-digit dividends by a one-digit divisor with fluency, using efficient procedures.	**TLG:** 236-41, 248-53, 257-58, 259-64 **SRB:** 22, 246, 302-303, 334 **MJ:** 101, 106-07, 111-12 **MathM:** 104-05, 109-12, 114-17, 415, 423 **5-MM:** 25, 95, 96, 183,	
	c. Add and subtract decimals with fluency, using efficient procedures.	**TLG:** 85-89, 91-95, 97-102 **SRB:** 13, 15-17, 30, 35, **MJ:** 32, 33, 35, 37, 38, **MathM:** 36, 43, 44-45 **5-MM:**	
	d. Add and subtract fractions with fluency.	**TLG:** 306, 307, 417-427, 569, 625-629, 631-635, 639, 640, 678 **SRB:** 68-72 **Math Journal:** 131, 132, 191, 194, 196, 197, 201, 249, 251, 252, 254, 257 **MathM:** 131, 176, 178, 180, 181 **5-Minute Math:** 1, 26, 79, 98, 101, 165, 184	
	e. Multiply fractions.	**TLG:** 643-648, 650-653, 655-658, 660-663	

		SRB: 76-78 **MJ:** 250, 256, 259-261, 264-266, 269-270, 272-275, 311, 320 **MathM:** 231-237, 245 **5-MM:** 22-23, 185	
What does this mean???	**All of above standards….sort**	**TLG: 429-432, 636-639, 642-647, 649-653, 654-657,** **SRB: 30, 35** **MJ: 192, 194, 200-202, 259-261, 264, 265, 266, 268, 269, 270,** **MathM: 174, 175, 223, 229, 232, 234, 235, 460** **5-MM: 186**	

Standard II: Students will use patterns and relations to represent and analyze mathematical problems and number relationships using algebraic symbols. **Percentage of coverage for Standard II: 100 %**			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
2.1: Identify, analyze and determine a rule for predicting and extending numerical patterns involving operations with decimals and fractions.	**a.** Analyze and make predictions about numeric patterns, including decimals and fractions.	**TLG:** 542-546, 547-551, 552-556, 797-800, 802, 803-806, 808, 809-813, 942-945 **SRB:** 5, 218, 305 **MJ:** 209, 210, 212, 214, 216, 217, 341, 342, 343, 346, 347, 348, 349, 350, 416, **MathM:** 187, 188-190, 191, 192, 193, 194, 195, 196, 300, 301, 302, 303, 304, 305, 364 **5-MM:**	
	b. Determine a rule for the pattern using organized lists, tables, objects, and variables.	**TLG:** 801, 803-808, 809-813 **SRB:** **MJ:** 343, 346, 348, 349, 350, 351, **MathM:** 21, 300, 301, 303, 304, 305 **5-MM:**	
Standard II: Students will use patterns and relations to represent and analyze mathematical problems and number relationships using algebraic symbols. **Percentage of coverage for Standard II: 100 %**			

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
2.2: Use algebraic expressions, inequalities, or single-operation equations to represent and solve simple real-world problems.	**a.** Use properties and the order of operations involving addition, subtraction, multiplication, division, and the use of parentheses to compute with whole numbers, decimals, and fractions.	**TLG:** 557-561, 562-567 **SRB:** **MJ:** 219, 220, 222, 223, **MathM:** 197, 198, 200, 201 **5-MM:**	
	b. Use patterns, models, and relationships as contexts for writing and solving simple equations and inequalities with whole number solutions (e.g., 6x = 54; x + 3 = 7). This objective is strongly addressed at grade 5.	**TLG:** 97-102, 124, 162, 269-71, 566, 784-789, 791-794, 796, 797-802, 811-12 **SRB:** 216-21, 308 **MJ:** 37, 38, 41, 42, 46 and 56(#2) 52, 64, 118-119, 333, 334, 336, 337, 338, 351, 352, 359 and 367(#1), 356 **MathM:** 43-45, 119, 120, 200, 294, 297, 442-43, 456-57 **5-MM:**	

Standard III: Students will use spatial reasoning to recognize, describe, and analyze geometric shapes and principles. Percentage of coverage for Standard III: 100 %			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
3.1: Describe relationships between two- and three-dimensional shapes and analyze attributes and properties of geometric shapes.	**a.** Draw, label, and describe line segments, rays, lines, parallel lines, and perpendicular lines. This objective is taught at grades 3-5.	**TLG:** 169, 176, 188, 191, 726 **SRB:** 140-141, 328 **MJ:** 79 and 91(#4), 306, 311 (#2) **MathM:** 76, 81, 494-97, 502 **5-MM:** 63, 228	
	b. Draw, label, and define an angle as two rays sharing a common endpoint (vertex). This objective is taught at grades 3-5.	**TLG:** 166-169, 174, 176, 188, 726 **SRB:** 141 **MJ:** 59 (#4), 69, 306 **MathM:** 81, 502 **5-MM:** * **4th Grade Lesson** **606 This reference from the first correlation does not make sense to me at all. M .C.**	
	c. Classify triangles and quadrilaterals and analyze the relationships among the shapes in each classification (e.g., a square is a rectangle). This objective is addressed at grades 3-5 and revisited in a variety of games.	**TLG:** 184, 188, 190-193, 269, 726 **SRB:** 144-146, 328 **MJ:** 75, 79 and 91(#4), 80, 116, 263 and 271(#4), 267 and276(#5), 306, **MathM:** 86, 494-497, 502, 504, 508-09, 510 **5-MM:** 56, 61, 64, 145, 146, 220	

	d. Relate pyramids and right prisms to the two-dimensional shapes (nets) from which they were created. This objective is addressed at grades 2-5.	**TLG:** 752**,** 753-756, 757, 758-759, 856-860, 865, 871-72 **SRB:** **MJ:** 324, 325, 369 **MathM:** 280, 282, 283, 284, 285, 286, 287, 288, 323-27, 329-30, 332, 334 **5-MM:**	
	e. Identify properties and attributes of solids (i.e., right prisms, pyramids, cylinders, cones) and describe them by the number of edges, faces, and vertices as well as the types of faces.	**TLG:** 857-860, 862-865 **SRB:** 147-152, 332 **MJ:** 368-370, 372-373 **MathM:** 328, 331, 505-507 **5-MM:** 147, 220, 229	
Standard III: Students will use spatial reasoning to recognize, describe, and analyze geometric shapes and principles. **Percentage of coverage for Standard III: 100 %**			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
3.2: Specify locations in a coordinate plane.	**a.** Locate points defined by ordered pairs of integers.	**TLG:** 704-709, 710-714, 716-718, 720, 721 **SRB:** 208, 319, **MJ:** 292, 293, 294, 298, 296, 297, 300, 301, 302, **MathM:** 254, 255, 256, 257, 258, 259, 261, 262, 263, 264 **5-MM:**	

	b. Write an ordered pair for a point in a coordinate plane with integer coordinates.	**TLG:** 708, 709, 710-713, 716-718, 720, 721, 765 **SRB:** **MJ:** 298, 296, 300, **MathM:** 254, 255, 257, 261, 263, 289 **5-MM:**	
	c. Specify possible paths between locations on a coordinate plane and compare distances of the various paths.	**TLG:** 704-709 **SRB:** **MJ:** 292, 293, 294 **MathM:** 254, 255, 256 **5-MM:**	`

Standard IV: Students will determine area of polygons and surface area and volume of three-dimensional shapes. **Percentage of coverage for Standard IV: %**			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
4.1: Determine the area of polygons and apply to real-world problems.	**a.** Determine the area of a trapezoid by the composition and decomposition of rectangles, triangles, and parallelograms. The area of a trapezoid is not specifically discussed in fifth grade.	**TLG:** **SRB:** **MJ:** **MathM:** **5-MM:**	
	b. Determine the area of irregular and regular polygons by the composition and decomposition of rectangles, triangles, and parallelograms.	**TLG:** 729-34, 735-40, 746 **SRB:** 190-93 **MJ:** 308-10, 312-14, **MathM:** 268, 269-73, 278, 436 **5-MM:**	
	c. Compare areas of polygons using different units of measure within the same measurement system (e.g., square feet, square yards).	**TLG:** 723-27 **SRB:** 188 **MJ:** 304-05 **MathM:** 265-67, 276 **5-MM:**	
Standard IV: Students will understand and apply measurement tools and techniques, and determine surface area and volume			

of three-dimensional shapes. **Percentage of coverage for Standard IV: 100 %**			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
4.2: Recognize, describe, and determine surface area and volume of three dimensional shapes.	**a.** Quantify volume by finding the total number of same-sized units of volume needed to fill the space without gaps or overlaps.	**TLG:** 749, 750, 753-756 **SRB:** 195, 196 **Math Journal:** 321, 322, Activity Sheet 6 **MathM:** 279, 282, 283 **5-Minute Math:**	
	b. Recognize that a cube having a 1 unit edge is the standard unit for measuring volume expressed as a cubic unit.	**TLG:** 747-750 **SRB:** 195-199 **Math Journal:** 321, 322, Activity Sheet 6 **MathM:** 279 **5-Minute Math:**	
	c. Derive and use the formula to determine the volume of a right prism with a triangular or rectangular base.	**TLG:** 749, 750, 753-756 **SRB:** 195, 196 **Math Journal:** 321, 322, Activity Sheet 6 **MathM:** 279, 282, 283 **5-Minute Math:**	
	d. Relate the formulas for the areas of triangles, rectangles, or parallelograms to the surface area of a right prism.	**TLG:** 891-894 **SRB:** 200 **MJ:** 389-390 **MathM:** 341-343 **5-MM:**	
	e. Derive the surface area of a right prism and express surface area in square units. This objective is addressed at fifth grade but only in one lesson.	**TLG:** 891-894 **SRB:** 200 **MJ:** 389-390 **MathM:** 341-343 **5-MM:** 144	

Standard V: Students will construct, analyze, and construct reasonable conclusions from data and apply basic concepts of probability. **Percentage of coverage for Standard V: 100 %**			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
5.1: Formulate and answer questions using statistical methods to compare data, and propose and justify inferences based on data.	**a.** Construct, analyze, and display data using an appropriate format (e.g., line plots, bar graphs, line graphs).	**TLG:** 103-108, 109-113, 175, 337-340, 343-348, 349-353, 378-382, 389-393, 400-403, 405-410, 568-572, 803-807, 828, 946-950 **SRB:** **MJ:** 40, 41, 43, 44, 150, 151, 153, 154, 157, 158, 164, 165, 170, 171, 173, 174, 180-185, 226, 346-349, 361, 418, 419 **MathM:** 48, 49, 70, 145, 148, 149, 150, 157, 158, 161, 167, 170, 171, 172, 203, 205, 301, Activity sheet 2 **5-MM:**	
	b. Recognize the differences in representing categorical and numerical data.	**TLG:** 407-409 **SRB:** 114-127 **MJ:** 184-185 **MathM:** 145 **5-MM:**	
	c. Identify minimum and maximum values for a set of	**TLG:** 103-107, 200, 378-383, 393, 395-398, 408, 410, 946-950	

	data.	**SRB:** 119 **MJ:** 40, 41, 164, 165, 174, 176, 177, 178, 185, 419-420 **MathM:** 48, 158, 161, 163, 164, 172, Activity sheet 2 **5-MM:**	
	d. Calculate the mean, median, mode, and range.	**TLG:** 103-107, 200, 378-383, 392, 393, 395-399, 408, 411-416, 568-572, 834, 946-950 **SRB:** 119 **MJ:** 40, 41, 158, 165, 174, 176, 177, 178, 185, 187, 188, 226, 227, 419, 420 **MathM:** 46, 157, 160, 164, 166, 168, 172, 173, 203, 204, 205, Activity sheet 2	
Standard V: Students will construct, analyze, and construct reasonable conclusions from data and apply basic concepts of probability. **Percentage of coverage for Standard V: 100 %**			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
5.2: Apply basic concepts of probability.	**a.** Describe the results of investigations involving random outcomes using a variety of notations (e.g., 4 out of 9, 4/9).	**TLG:** 109-113, 400-403, 920-925, **SRB:** **MJ:** 43, 44, 180, 398, 399, 400, 401, 402, **MathM:** 167, 168, 169, 351, 352 **5-MM:**	

	b. Recognize that outcomes of experiments and samples are fractions between 0 and 1(inclusively). This objective is addressed in grade five but I did not see it specifically mentioned in the wording above.	**TLG:** 109-113, 118, 292, 920-925 **SRB:** 128-33, **MJ:** 43, 44, 48, 295 and 303 (#4), 398-401 **MathM:** 49, 351, 352 **5-MM:** 42-47, 125-28, 206-208	
	c. Express the likelihood of an outcome in a simple experiment as a value between 0 and 1 (inclusively).	**TLG:** 109-113, 118, 154-157, 386-387, 809-813, 920-925, **SRB:** **MJ:** 43, 44, 48, 60, 170, 350, 351, 398-401, **MathM:** 49, 304, 305, 351, 352 **5-MM:**	